

**A Portrait of English Student in Learning Approaches:
A Case Study for Indonesia and Thai Student**

Panuwat Hussanee
panuwathsn@gmail.com

Febti Ismiatun
febtiisme@unisma.ac.id

Universitas Islam Malang, Indonesia

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Corresponding Author:

Panuwathsn@gmail.com

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This case study delves into the portrait of English language students from Indonesia and Thailand in their learning approaches. With the increasing importance of English as a global language, this has led to a shift in how students approach learning the language, particularly in non-English speaking countries. The study seeks to understand how students in Indonesia and Thailand have transformed their learning approaches to adapt to the demands of their academic and social environments. The study employed qualitative interviews and observations of students in their natural settings. The study found that students in Indonesia and Thailand have developed a range of innovative approaches to learning English that goes beyond traditional classroom methods. The results indicate that these students employ a combination of approaches, including the use of technology, peer learning, and self-directed learning. The students are also motivated and committed to learning the language, which is essential in developing their proficiency in English.

INTRODUCTION

English language learning plays a pivotal role in today's interconnected world, facilitating effective communication, expanding educational opportunities, and enhancing career prospects. The English language is used worldwide. A considerable number of non-native English speakers in many regions use English as a language for communication (Sharifian, 2017). As English continues to be a global language, it is essential to understand the learning approaches adopted by English students in different cultural and educational contexts. Especially motivation. Motivation has received a lot of attention in the field of language teaching and learning during the last few decades. In language learning, motivation plays a pivotal role. (Gardner, 2007) demonstrates that “students with higher levels of motivation will do better than students with lower levels”. (Elliot & Covington, 2001) define the term motivation as someone’s direction for their behavior. students’ motivation can be driven by high-stakes exams. Despite its importance in high-stakes assessments, his research found that children were unmotivated to learn a language. Concerning the study in Thailand, (Vibulphol, 2016) investigated second language learners’ motivation and learning of English and how the teachers supported the students’ motivation and learning in natural classroom settings. The findings showed that most students possessed a relatively high level of motivation, while a few students showed a lack of motivation in almost every class.

This case study aims to examine the learning approaches of English students from Indonesia and Thailand, shedding light on their unique characteristics and potential similarities. Indonesia and Thailand are two countries that place importance on English education, although they possess distinct cultural and educational backgrounds.

In Indonesia, The English language was first taught in 1914 (Lauder, 2008). During that time, the English language was introduced by the school but since Indonesia was colonized by the Dutch, most of the upper-class children were familiar only with Bahasa Indonesia (Indonesia Language) and Dutch language rather than English since English is not used as a medium of communication.

(Sahuruddin, 2013) mentions that the Indonesian education curriculum has changed several times during the past fifty years, especially in the teaching and learning of English in tandem with the ELT methodologies development worldwide. Sahuruddin continues by saying that the formal education obtained by Indonesian cannot be a determiner that one can have a good command of the English language. The English language curriculum in Indonesia has a long way to go in terms of its implementation and practice. A study held in UIN Sunan Kalijaga Yogyakarta, Indonesia (Muhammad Khoir, 2014) stated that the students of the English department in the university were aware of the importance of the English language for their future. Unfortunately, the awareness did not reflect the attitude of the learners. They only knew and understood the benefits of learning English but not the practical part of it. This condition urges Indonesians to learn two or more languages, which may, in turn, influence their attitudes toward different languages. (Brown, 2000, p.160) stated that "it is easy in second language learning to claim that a learner will be successful with the proper motivation". English is a mandatory subject taught in schools, with efforts being made to improve English language proficiency nationwide. The curriculum often emphasizes grammar, vocabulary, and reading comprehension. However, the effectiveness and implementation of English language teaching may vary across regions and schools.

In Thailand, English is also taught as a compulsory subject, and the government has placed a strong emphasis on improving English proficiency among its citizens. However, (Baker & Jarunthawatchai, 2017) and (Hayes, 2016) further illustrate that English proficiency among Thai students is still low in comparison with other countries in Southeast Asia despite the hard efforts made. Those students believed that learning English was necessary for them, and they showed a strong enthusiasm for learning English; nonetheless, they still felt worried when it came to utilizing English, particularly speaking. The possible explanation for this phenomenon is that Thai EFL students do not have adequate opportunities to be exposed to and use English in their everyday life (Hengsadekul, Koul, & Kaewkuekool, 2010) English education in Thailand focuses on reading and writing

skills, from this saying This may be a key reason for a topic in these case study research. with an increasing shift towards communicative language teaching approaches. However, challenges remain in achieving high levels of English proficiency among Thai students. Despite the significance of English language learning in Indonesia and Thailand, there is a limited understanding of the specific learning approaches employed by English students in these countries.

This case study addresses a critical gap in the literature by investigating the learning approaches of English students in Indonesia and Thailand, considering the multifaceted influences of culture, society, and education on their language learning experiences. The comparative analysis aims to uncover diverse learning approaches, identify shared patterns, and pinpoint areas for improvement. Through this exploration, the study seeks to contribute valuable insights that can inform the enhancement of English language education in both countries. The overarching goal is to foster more effective language instruction and elevate language proficiency among students. The research design employs a case study approach, utilizing a combination of surveys, interviews, and observations to collect comprehensive data on the learning approaches of English students in Indonesia and Thailand. This multi-method approach allows for a nuanced exploration of the complex interplay between cultural, societal, and educational factors influencing language learning. Surveys provide a broad overview, interviews delve into individual perspectives, and observations offer contextual insights into actual learning environments. This triangulation of methods strengthens the validity and reliability of the findings, ensuring a holistic understanding of the subject matter. The study's findings hold substantial relevance for various stakeholders, including educators, policymakers, and researchers. By shedding light on the nuances of learning approaches in these two distinct cultural contexts, the research provides a foundation for the development of targeted strategies and policies. Educators can benefit from insights into effective teaching methodologies, policymakers can design policies that align with the cultural and educational needs of students, and researchers can build upon this knowledge to advance the field of language education. Ultimately, this case

study aspires to contribute not only to academic understanding but also to practical improvements in English language learning outcomes in Indonesia and Thailand.

The objective of this study is to find how the learning approaches of English students from Indonesia and Thailand differ in terms of their perceptions, motivations, and strategies for English language learning and what the cultural, societal, and educational factors that influence the learning approaches of English students in Indonesia and Thailand, and how do these factors shape their language learning experiences.

METHOD

This particular research endeavours to employ a qualitative research design with the express purpose of delving into the varied and diverse learning approaches that English language students hailing from Indonesia and Thailand adopt. The deliberate choice to utilize a qualitative approach is rooted in the overarching aim of facilitating a comprehensive and in-depth understanding of the participants' perspectives, experiences, and behaviours within the authentic and real-world settings of their learning environments. Opting for a qualitative methodology serves as a deliberate strategy to capture the nuanced and intricate aspects of the students' learning processes, thereby allowing for a more expansive and thorough exploration of the myriad factors that exert influence on their language acquisition endeavours.

At the core of the qualitative paradigm is a pronounced emphasis on context and the meticulous exploration of the meanings ascribed by participants to their diverse learning experiences. This methodological approach transcends the confines of mere statistical data, providing a gateway to delve into the intricacies of how students navigate the intricate terrain of learning English within the distinct cultural and educational contexts that characterize their respective backgrounds. Through the application of in-depth interviews and observations, the research is strategically positioned to extract valuable insights into the diverse strategies, challenges, and motivations that intricately shape the learning approaches of the participants.

It is imperative to underscore that this research is unwaveringly committed to upholding ethical standards throughout the entirety of the research process. In alignment with established ethical guidelines, stringent measures will be meticulously implemented to ensure the robust protection and overall well-being of the participants. This includes the essential step of obtaining informed consent from all participants, a pivotal measure aimed at guaranteeing their voluntary engagement and, crucially, safeguarding the utmost confidentiality of their personal information. This ethical foundation serves as a testament to the researchers' unwavering dedication to conducting a study that not only adheres to rigorous academic standards but is also deeply respectful of the fundamental rights and privacy of the individuals who are actively involved in the research.

Within the broader scope of aspirations, this study endeavors to contribute a highly nuanced and intricate understanding of the learning approaches adopted by English language students hailing from Indonesia and Thailand. In doing so, it seeks to shed illuminating light on the multifaceted interplay of cultural, contextual, and individual factors that invariably exert influence on their unique and personalized language learning journeys. The deliberate selection of a qualitative research design, coupled with a steadfast commitment to ethical considerations, positions this study as a valuable undertaking that transcends the confines of mere statistical analysis. Instead, it promises to offer a holistic and all-encompassing comprehension of the dynamic interplay between learners and the intricate process of their language acquisition.

Participants

The meticulously crafted research design incorporates a purposeful utilization of the purposive random sampling method, a deliberate approach aimed at carefully selecting participants meeting specific criteria integral to the comprehensive investigation of English language learning experiences. The carefully chosen participants for this study will be two students enrolled in the advanced sixth semester of the English as a Foreign Language (EFL) program at the esteemed University of Islam Malang. This intentional selection of participants

operating at an advanced stage in their language studies serves as a strategic choice, affording the research the opportunity to glean insights into the more intricate and nuanced facets of their unique learning approaches.

In a bid to introduce a discerning cross-cultural dimension to the research, the participants include a female student from Thailand and a male student from Indonesia. This thoughtful selection not only diversifies the study but also holds the promise of contributing to a more enriched understanding of the potential cultural influences on language learning. By examining participants from distinct backgrounds, the research aims to uncover patterns and variations in learning approaches that may emerge as a result of socio-cultural influences, thus providing a more nuanced exploration of the participants' diverse experiences.

It is imperative to highlight that the research's commitment to comprehensive representation extends across various dimensions, encompassing socio-cultural backgrounds, skill levels, and educational institutions. This diverse inclusion is of paramount importance as it allows for the capturing of a holistic panorama of the myriad factors that may shape the English language learning experience. By intentionally selecting participants from different cultural and educational contexts, the study aspires to identify potential patterns and variations in learning approaches that may be attributed to socio-cultural influences.

The strategic choice of a female student from Thailand and a male student from Indonesia is not only geared towards fostering cross-cultural insights but also aligns seamlessly with the research's overarching objective of scrutinizing potential gender-related differences in language learning approaches. The inclusion of participants from different genders serves as a deliberate methodological decision designed to explore whether distinctive patterns or preferences exist in how male and female learners from these specific cultural backgrounds engage with and perceive their English language learning process. This methodological choice introduces a layer of depth to the investigation, paving the way for a more nuanced and detailed analysis of potential gender-specific factors influencing language learning within the specific contexts of Indonesia and Thailand.

Instruments

The qualitative research design of this study incorporates semi-structured interviews as a means to extract rich and nuanced insights into the English language learning experiences of the selected participants. The decision to conduct these interviews in a face-to-face setting is deliberate, as it allows for a more personal and in-depth exploration of the participants' perspectives, motivations, learning strategies, and cultural influences. The approximate duration of each interview, ranging from 25 to 40 minutes, is designed to provide a substantial timeframe for participants to articulate their thoughts comprehensively, fostering a detailed understanding of the various factors influencing their language learning journey.

Emphasizing a conversational tone during the interviews is a key aspect of the methodology. This approach is intended to create a relaxed and open environment that encourages participants to express themselves freely. By employing audio recording devices, the study ensures the accurate capture of participants' responses, preserving both verbal and non-verbal elements. Verbatim transcriptions of these recordings will be instrumental in maintaining the integrity and completeness of the data, allowing for a thorough analysis of participants' expressions, nuances, and sentiments. Throughout the interview process, the researcher will prioritize factors such as rapport-building and active listening. These elements are essential for establishing a trusting and supportive atmosphere, enabling participants to share their experiences openly. Probing techniques will be deployed to delve deeper into participants' perspectives, offering opportunities for clarification or further elaboration. Flexibility in the interview structure is maintained to accommodate individual differences and unexpected insights, ensuring a holistic and comprehensive understanding of the participants' experiences within the natural context of their language learning environments.

The semi-structured interviews embedded within this research serve as a crucial instrument, strategically deployed to capture an abundance of qualitative data. This approach facilitates an extensive and comprehensive exploration of the myriad facets comprising the English language learning journeys undertaken by the

carefully selected participants. The deliberate attention accorded to interview dynamics and meticulous data collection techniques exemplifies the research's unwavering dedication to extracting insights of substantial significance. This commitment is directed towards fostering a deeper understanding of the nuanced factors that intricately mold the landscape of language acquisition, particularly within the unique contexts of Indonesian and Thai students.

Data Collection

The overarching research methodology is characterized by the deliberate implementation of in-depth interviews, a qualitative approach employed with precision, featuring two English language students at the sixth-year level enrolled at Malang Islamic University, Indonesia. These interviews are strategically positioned as a pivotal means through which to meticulously explore and comprehend the intricate dimensions of the participants' perceptions, motivations, learning strategies, and the pervasive cultural influences that intricately shape their experiences in the realm of learning the English language. The intentional selection of in-depth interviews serves as a fundamental choice designed to transcend surface-level insights, facilitating a more nuanced and profound understanding of the participants' intricate thoughts and behaviors within the context of language acquisition. Through engaging conversations that penetrate the depths of their learning journeys, the study ambitiously endeavors to unearth invaluable information that might remain elusive through the application of quantitative methods alone.

A paramount aspect of the meticulously designed research process involves the strategic decision to audio-record and subsequently transcribe the interviews verbatim for subsequent analysis. This rigorous documentation protocol is integral to ensuring the utmost accuracy of the collected data, laying the foundation for a thorough and comprehensive examination of the participants' articulated responses. The judicious utilization of direct quotes extracted from the interviews not only contributes to the authenticity of the findings but also serves as a means to present a faithful representation of the participants' voices. This methodological choice

underscores the research's unwavering commitment to both rigor and transparency throughout the entirety of the research process, as it affords the study a level of traceability and verification paramount to establishing the credibility of its ultimate conclusions.

An additional facet meriting attention within the broader context of this study is the nuanced relationship between the researcher and the participants. It is pertinent to acknowledge the existence of a pre-existing friendship between the researcher and both participants, a dynamic that significantly influenced the dynamics of the interviews. This pre-established familiarity, rooted in ongoing and frequent communication, emerges as a crucial factor in creating a comfortable and open environment during the interview sessions. The advantage derived from this positive and familiar rapport becomes evident as the participants, feeling at ease, exhibit a heightened willingness to share their experiences openly and authentically. This intriguing aspect of the research experience brings into focus the intricate interplay between personal relationships and the process of data collection, underscoring how a positive and familiar connection between the researcher and participants can profoundly enhance the overall quality and depth of qualitative research outcomes.

Research Procedures

The research procedures are characterized by a methodical approach, ensuring both the ethical conduct and the systematic execution of the qualitative study. The initial step involves a careful recruitment process, specifically targeting extroverted English language students in their sixth semester. Potential participants are provided with a comprehensive overview of the study's purpose and nature, emphasizing the voluntary nature of their involvement and the confidential treatment of their information. The importance of informed consent is highlighted, and participants are furnished with consent forms to review and sign, signifying their agreement to willingly participate in the study. This initial step is crucial in establishing a foundation of trust and transparency with the participants, safeguarding their rights and privacy throughout the research.

Moving to the second step, meticulous attention is given to the development and validation of research instruments. Interview guidelines are crafted with precision, aligning with the research objectives and drawing insights from an extensive review of relevant literature. To ensure the effectiveness, validity, and clarity of the questions, a pilot study is conducted with a small group of extroverted English language students who are not part of the main study. The feedback obtained from this pilot study is invaluable in refining and validating the interview guidelines, guaranteeing that the questions are well-structured and capable of eliciting the desired insights. This process exemplifies the commitment to methodological rigor, ensuring that the research instruments are finely tuned for the main data collection phase.

Moving forward, the third step involves the commencement of the data collection phase. Face-to-face semi-structured interviews are conducted by the researcher with the selected participants, adhering closely to the predefined interview guidelines. The decision to conduct interviews in person allows for a more nuanced understanding of participants' responses, capturing not just verbal cues but also non-verbal expressions that contribute to a holistic interpretation of their experiences. The use of audio recording during these interviews ensures the accurate capture of participants' responses, and subsequent verbatim transcription adds an additional layer of authenticity to the data, providing a solid foundation for meticulous analysis. The outlined procedures collectively underscore the study's commitment to ethical treatment of participants, methodological rigor, and the systematic acquisition of high-quality qualitative data. By employing these rigorous data collection procedures, the study aims to uncover in-depth insights into the learning approaches of extroverted English language students in their sixth semester. This meticulous approach enhances the validity and reliability of the findings, facilitating a thorough exploration of the research topic and contributing to the overall advancement of knowledge in the field.

Data Analysis

In this qualitative research study, a meticulous data analysis process is outlined to extract meaningful insights and uphold the trustworthiness and credibility of the findings. The initial step involves the detailed transcription of recorded interviews, ensuring that the content is captured verbatim. This dedication to accuracy and completeness is foundational to the subsequent analytical phases, guaranteeing that the data accurately represents the participants' perspectives and experiences. The decision to transcribe interviews verbatim aligns with the qualitative research tradition, emphasizing the importance of preserving the richness and nuance embedded in participants' responses.

Following the transcription phase, the study employs thematic coding as a robust analytical technique. This involves systematically identifying initial codes within the transcribed interviews and accompanying recordings. Through this process, patterns and themes emerge organically, enabling a comprehensive understanding of the collected data. Thematic coding serves as a method to distill the diverse and nuanced content of the interviews into manageable categories, facilitating a deeper exploration of the underlying factors influencing the English language learning experiences of the participants.

To further enhance the validity of the findings, a crucial verification step is incorporated into the analytical process. This step involves sharing the analyzed data with the interview participants and seeking their feedback and validation. By involving participants in the interpretation of the data, the study not only validates the researcher's interpretations but also adds an additional layer of authenticity to the findings. This participatory approach recognizes the participants as co-creators of knowledge, acknowledging the significance of their perspectives in ensuring the accuracy and reliability of the study's conclusions.

The researcher's commitment to transparency and rigor in the analytical process is evident in the decision to involve participants in the validation step. This approach acknowledges the subjective nature of interpretation in qualitative research and actively seeks to minimize bias by incorporating the lived experiences and

insights of those who directly contributed to the study. In summary, this rigorous analytical approach, from transcription to thematic coding and participant validation, not only strengthens the qualitative research study but also provides a robust foundation for drawing conclusions and making meaningful recommendations based on a nuanced and well-validated understanding of the participants' English language learning experiences.

FINDINGS AND DISCUSSIONS

The results of the study are presented in accordance with the two research questions proposed earlier.

The learning approaches of English students from Indonesia and Thailand differ in terms of their perceptions, motivations, and strategies for English language learning

Indonesian Students

Indonesian students consistently exhibit a robust interest in the pursuit of English language proficiency. This fervor typically takes root from an early age, with English often emerging as their preferred subject in school. The driving force behind their enthusiasm is a genuine passion for the language, serving as a significant motivational catalyst throughout their learning journey. Notably, these students gravitate towards audio-based learning methodologies, actively engaging with resources like YouTube videos and English-language TV series. This preference is not merely recreational; rather, it strategically contributes to the enhancement of their listening and speaking skills. A prevailing belief among Indonesian learners is that sustained practice and continuous exposure to the language are indispensable for gradual improvement over time.

Despite their ardent enthusiasm, Indonesian students encounter notable challenges, particularly in the realm of grammar. The intricacies of writing and grammatical rules often pose difficulties. However, their proactive approach is evident as they actively seek out strategies to surmount these linguistic hurdles. Beyond the confines of the traditional classroom setting, many students immerse

themselves in extracurricular activities that serve as dynamic platforms for language development. These activities include playing online games that necessitate communication with other players, watching YouTube videos, and engaging with TV series. This multifaceted engagement not only offers practical applications of the language but also significantly contributes to the holistic development of their overall language proficiency.

Thai Students

Students may initially find themselves lacking intrinsic interest in the pursuit of English language proficiency. Nevertheless, exposure to the language and immersive cultural experiences frequently serves as a transformative catalyst, instilling a heightened motivation to approach English learning with greater dedication. Notably, active participation in English camps or attendance at international events, fostering interaction with individuals from diverse countries, acts as a potent stimulant, sparking their curiosity and inspiring a more profound exploration of the language.

In the context of Thai students, a prevalent methodology involves a significant reliance on self-study. Engaging in a myriad of independent activities constitutes their strategy for enhancing English skills. Notably, a widespread practice includes delving into English novels, particularly those augmented with vocabulary assistance, as a means to systematically augment their lexicon and bolster reading comprehension. Additionally, the utilization of English-subtitled series, coupled with meaningful conversations with peers who are similarly engaged in English learning pursuits, serves as a dynamic and multifaceted approach contributing substantively to their overall language development. It's noteworthy that Thai students commonly perceive writing as the most formidable skill, deeming it a challenging endeavor that necessitates precision, grammatical acumen, and the adept application of various linguistic facets.

The cultural, societal, and educational factors that influence the learning approaches of English students in Indonesia and Thailand, and how do these factors shape their language learning experiences

Indonesian Context

The influence of social factors on English language learning is undeniably profound, particularly evident in the perspectives of Indonesian students who keenly recognize the pivotal role of effective communication in English, particularly in scenarios involving overseas studies or interactions with individuals from English-speaking nations. The allure of immersion in an English-speaking environment is widely acknowledged among students as a valuable opportunity to hone their language skills. The practicality of applying English in real-life settings is highly esteemed, with students discerning a direct correlation between social immersion and heightened language proficiency.

Despite the potential divergence in learning approaches and strategies across institutions and individuals, a common thread exists in Indonesia, where the curriculum assumes a central focus. English courses embedded within the formal education system diligently adhere to the prescribed curriculum. However, a noteworthy trend emerges as many Indonesian students actively pursue supplementary language courses beyond the conventional educational framework. Private institutes, in particular, are perceived as more efficacious avenues for enhancing practical language skills, reflecting a collective recognition among students of the added value derived from diversified learning experiences. This multifaceted approach, encompassing both formal education and extracurricular language pursuits, underscores the depth of commitment among Indonesian students to cultivate a well-rounded and proficient command of the English language.

Thai Context

Within Thai society, pervasive societal influences exert a substantial impact on the dynamics of English language learning. English, not being a commonly spoken language in everyday Thai discourse, contributes to a prevailing sense of

insecurity among Thai individuals, fostering a fear of potential judgment when engaging with the language. Despite these challenges, Thai students exhibit an astute awareness of the paramount importance of cultivating confidence in speaking English. They advocate for regular practice and exposure to English-speaking events or communities as effective measures to surmount this linguistic hurdle, acknowledging the necessity of actively creating opportunities for themselves to engage comfortably in English communication.

The Thai educational system introduces additional complexities to the language learning landscape. English lessons, predominantly delivered in Thai, pivot toward exam-oriented objectives rather than prioritizing real-life language application. This paradigm may inadvertently undermine the emphasis on developing proficient speaking skills, thereby impeding students' capacity to wield English effectively in practical scenarios. Thai students, discerning the limitations inherent in this educational approach, conscientiously recognize the imperative of supplementing their formal education with self-directed study initiatives and hands-on experiences beyond the confines of the classroom. This holistic perspective underscores the proactive stance of Thai learners in navigating the multifaceted challenges associated with English language acquisition within their unique societal and educational contexts.

English language learning approaches in Indonesia and Thailand exhibit unique characteristics shaped by various factors. Indonesian students demonstrate a strong interest in English, preferring audio-based learning methods and focusing on practical language use. They actively seek strategies to overcome grammar challenges and engage in activities that provide opportunities for language practice. Thai students, on the other hand, may initially lack interest but find motivation through exposure to the language and cultural experiences. They adopt self-study methods and recognize writing as a challenging skill. Cultural, societal, and educational factors significantly influence the language learning experiences in both countries.

The results reveal the distinct learning approaches, perceptions, motivations, and strategies for English language learning among students from Indonesia and Thailand, and these findings are further discussed in the following section.

The results of the study shed light on the differences in learning approaches, perceptions, motivations, and strategies for English language learning among students from Indonesia and Thailand. These findings contribute to a better understanding of how cultural, societal, and educational factors shape the language learning experiences in these two countries. In terms of student perceptions and motivations, Indonesian students display a strong interest in learning English from a young age. This enthusiasm stems from a genuine passion for the language, which serves as a significant motivational factor in their learning journey. On the other hand, Thai students may initially lack interest in learning English but are often motivated to take it more seriously through exposure to the language and cultural experiences. Participating in English camps or interacting with people from different countries sparks their curiosity and encourages them to explore the language further. These findings highlight the role of cultural experiences in motivating Thai students to engage in English language learning.

The learning approaches adopted by students in both countries also differ. Indonesian students prefer audio-based learning methods. These methods are engaging and help improve their listening and speaking skills. On the other hand, Thai students engage in self-study activities to enhance their English skills. Conversing with friends who are also learning English are popular methods among Thai students. These findings reflect the influence of societal and educational factors on the learning approaches chosen by students in each country. Challenges faced by students in their English language learning journey were also identified. Indonesian students often encounter difficulties with grammar, particularly in writing. Thai students, on the other hand, perceive writing as the most challenging skill due to its demanding nature, requiring accuracy, grammar knowledge, and the application of different language aspects. These challenges highlight the areas where students may require additional support and guidance in their language learning endeavours.

Cultural, societal, and educational factors significantly influence the learning approaches and experiences of English language students in both countries. In the Indonesian context, social factors play a crucial role, as students recognize the importance of speaking and communicating in English, especially in an international context. Immersion in an English-speaking environment is valued as a means to improve language skills. The curriculum within the formal education system is focused on English language learning, but many Indonesian students also seek additional language courses outside the formal education system, perceiving them to be more effective in enhancing their practical language skills. Societal influences have a significant impact on English language learning. The language is not as commonly spoken in everyday life, leading to insecurities and a fear of judgment among Thai people when using English. However, Thai students acknowledge the importance of speaking confidently and suggest that regular practice and exposure to English-speaking events or communities can help overcome this challenge. The Thai educational system places a strong emphasis on exams and may not prioritize real-life language usage, potentially hindering students' ability to use English effectively in practical settings. Thai students recognize the need for self-study and practical experiences outside the classroom to supplement their education.

This study provides valuable insights into the differences in learning approaches, perceptions, motivations, and strategies for English language learning among students from Indonesia and Thailand. The findings highlight the influence of cultural, societal, and educational factors on the language learning experiences in each country. Understanding these factors can inform educators, policymakers, and language learning practitioners in developing more effective language learning programs and strategies tailored to the specific needs and contexts of students in Indonesia and Thailand. Further research can explore additional factors and investigate interventions to address the challenges identified in this study, ultimately promoting more successful English language learning outcomes for students in these countries.

CONCLUSIONS AND SUGGESTIONS

This comprehensive study meticulously delves into the myriad facets of learning approaches, perceptions, motivations, and strategies employed by students from Indonesia and Thailand in their pursuit of English language proficiency. The discerning examination of these aspects has revealed conspicuous differences between the two cohorts, shedding light on intriguing patterns that warrant thorough exploration. Notably, Indonesian students showcased a pronounced and early interest in learning English, propelled by an authentic and intrinsic passion for the language. This fervent enthusiasm acted as a driving force, steering their educational journeys from a tender age. In stark contrast, Thai students initially exhibited a lack of interest, only to be later motivated through exposure to the language and immersive cultural experiences.

The research outcomes further underscore the profound impact of cultural, societal, and educational factors on the English language learning experiences in both Indonesia and Thailand. In Indonesia, social factors emerged as pivotal influencers, with students keenly recognizing the significance of English as a conduit for international communication. The formal education system, deeply entrenched in the curriculum, prioritized English language acquisition. However, many students actively sought supplementary language courses beyond the confines of the traditional educational setting, showcasing an innate drive for linguistic proficiency. In Thailand, societal influences, coupled with limited everyday exposure to English, bred insecurities among students. Nevertheless, there was a palpable acknowledgment of the imperative need for consistent practice and exposure to surmount these linguistic challenges. Notably, the Thai educational system's exam-oriented approach emerged as a hindrance, underscoring the necessity for self-directed study and real-world experiences to bridge the gap between theoretical knowledge and practical language usage.

These nuanced findings significantly contribute to a heightened understanding of English language students in both Indonesia and Thailand, emphasizing the paramount role played by cultural, societal, and educational factors

in shaping their distinctive learning approaches. The invaluable insights gleaned from this study hold the potential to inform and guide educators, policymakers, and language learning practitioners in crafting tailored programs and strategies geared towards optimizing English language learning outcomes. As this research lays a robust foundation, there remains an exciting prospect for future inquiries to delve into additional factors and interventions, thereby addressing the identified challenges and fostering more triumphant language learning experiences for students in both countries.

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